

**THE CORRELATION BETWEEN STUDENTS' READING
ACHIEVEMENT AND THEIR WRITING ABILITY
AT THE SECOND YEAR OF
SMAN 3 KAMPAR**



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1434 H/2013 M**

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A Thesis

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for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRACT

Muhammad Hambali (2012): The Correlation between Students' Reading Achievement and Their Writing Ability at the Second Year of SMAN 3

Based on the writer's preliminary study, it was found that most of the students' reading ability and writing ability was still less than enough. This problem was caused some factors. For example, some of students could not use prepositions in their writing, So the writer was interested in carrying out the research about this problem.

The research was administered at SMAN 3 Kampar of Kampar District of Kampar Regency . The subject of the research was Second Year of SMAN 3 Kampar of Kampar District of Kampar Regency , and the object of this research was to find out the Correlation Between Students' Reading Achievement and Their Writing Ability at the Second Year of SMAN 3 Kampar of Kampar District of Kampar Regency. This research design is correlational study.

The population of this research was 119 students and the sample was 30 of the population. In collecting the data, the writer used test for both of the variables in this research. Before the test of preposition was given to the sample the researcher gave the try out. The writer also gave the test of writing ability.

In analyzing the data, the scores were analyzed by using Pearson Product Moment Formula by using SPSS 16.0 version. From the research findings, the score of Pearson Product Moment (r) is 0.810 and it compared to r table at 1%, ($0.361 < 0.810$). It can be concluded that H_0 was rejected and H_a was accepted. The conclusion are that, there is a significant correlation between students' reading achievement and their writing ability at the second year of SMAN 3 kampar of kampar district of kampar regency.

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The writer realizes in this thesis there are many mistakes. Therefore, the writer asks all readers to criticize this thesis to make perfect.

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The writer

MUHAMMAD HAMBALI

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CHAPTER I

INTRODUCTION

A. Background of the Study

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect, to be the community of international world. It is taught from elementary school up to the university. English is an important language through the word. It is used to develop many aspects of life, especially science, trade, and politics. Most of significant books that are needed for the development of science and technology are written in English.

English still becomes something stranger, and it still becomes foreign language. It is different from other countries such as Singapore and Malaysia. In Singapore and Malaysia, they use English as a second language or English has been becoming their behavior language in daily communication.

Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facts to make meaning from print¹. Reading is a fluent process of readers combining

¹Diane Henry Leipzig. *What is Reading*. Retrieved on December 18th 2010. <http://www.readingrockets.org/article/352>

information from a text and their own background knowledge to build meaning². It is important to students to master in reading because one of purpose in one language is enable to read. In order to accomplish students' needs toward reading School Based Curriculum (KTSP) provides reading as one of skills in mastery English that must be taught and learned in senior high school.

Harry Madox said that "reading is the most important single in study".³ And the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority.⁴

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. All the subjects in Elementary School such as mathematics, science, language, and others depend on the ability to read. In high school and college reading ability becomes even more important. Through reading it acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. Reader can also get the message that the writer had expressed. The ability to read helps to distinguish human being from other animal.

For many years reading and writing were (and sometimes still are) taught separately. Over the last ten years research has shown that reading and writing are more interdependent than people thought. The relationship between reading and writing is a bit like that of the chicken and egg. Which came first is not as

² David Nunan. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003, p. 20

³ Harry Madox, *How to Study* (Greenwich: Fawcet Premier. 1963) p.76

⁴ Depdikbud, *Kurikulum 1994, GBPP SMU* (Jakarta: Depdikbud, 1994) p.1

important as the fact that without one the other cannot exist.⁵ Writing as a communicative act, a way of sharing observations, information, thought, or ideas with others.

The relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other. Both disciplines are, of course, vital to learning a new language and indeed communicating in it when fluent. But the key thing which joins them together is that they are both about the written word rather than the spoken one - which is the preserve of listening and speaking. But there are also huge differences between the two disciplines which may make it hard for a good communicator to be a good understand and vice versa. Of course, reading is about interpreting what someone else has written in a language while writing is about creating the language yourself for others to read.⁶

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.

In another hand, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write

⁵ Joelle Brummit-Yale . *The Relationship between Reading and Writing*. <http://www.k12reader.com/the-relationship-between-reading-and-writing/>. 2008.

⁶ Joanne Walker BA (hons). *Reading and Writing - the Relationship*. <http://www.languagetutoring.co.uk/reading-and-writing-the-relationship.html>. 31 October 2010

the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Without reading, a writer would not know how and where to use words and the way sentences are formed. Without reading, a writer would be virtually powerless, even if they had the tools they needed - the letters and words - for they would not have the knowledge to put it into practice.

In opposite, writing brings its own set of advantages to people who want to read. Once someone who has started to write in a foreign language picks up something to read, they will find it easier. Although everyone has their own writing style and not everyone will be able to read everyone's else's prose as easily as their own, it is still a useful skill to pick up if we are going to be doing a lot of reading.

Based on preliminary observation at the second year students of SMAN 3 Kampar, the writer found that reading and writing course are taught at the second year students by professional English teacher. But unfortunately, the writer found the data some students' problem in reading and writing. In reading, the Second Year Students' of SMAN 3 Kampar still have difficulties in getting the meaning of the text, difficulties in finding the main idea, and the students still cannot understand the parts of reading. In writing, some of the students' still have difficulties in express their ideas, feelings, and their minds to others by using

written language, they still have difficulties to find out the main idea and the best topic and they have difficulties to recognize the choice of structure.

Actually, some of students do not able to write well and they have some difficulties reading. Their writing ability and reading achievement are still far from the expectations of the curriculum, the problems can be seen in the following symptoms below:

1. Some students' get low score in reading but get high score in writing
2. Some students' get high score in reading but get low score in writing
3. The students could not understand the story if they reads with no particular reading.
4. Some students' cannot write well
5. Some students get failure in writing

Based on phenomena depicted above, the writer interested to do a research entitled **“The Correlation Between Students’ Reading Achievement and Their Writing Ability at The Second Year of SMAN 3 Kampar**

B. The Definition of the Term

In order to avoid misunderstanding in reading this paper it is necessary to define the following terms:

1. Reading

Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.

2. Writing

The act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs.

3. Achievement

Refers to someone have done, this world should be distinguished with ability referring to something a person can do.

C. The Setting of the Problem

Based on the problem above and the symptoms that some of the second year students' of SMAN 3 Kampar district of Kampar regency get unbalance scores in some courses that are related.

1. Identification of the Problem

- a. Why do some students' get low score in reading but get high score in writing?
- b. Why do some students' get high score in reading but get low score in writing?
- c. Why the students could not understand the story if they reads with no particular reading?
- d. Why some of students cannot write well?
- e. Why do some of the students still face some difficulties in reading and writing?

- f. Is there any significant correlation between students' reading achievement to their writing ability?
- g. What are the factors that influence students' achievement in reading and writing?

2. The Limitation of the Study

To avoid misunderstanding toward the problems in this research, it quite necessary to the writer to limit the problem in this research. The writer focuses on: 1) significant correlation between students' reading achievement and their writing ability. 2) factors that influence students' reading achievement and their writing ability

3. The Formulation of the Problem

Due to the limitation of the problems above, then the researcher formulates the research in to the following questions:

- a. How is students' reading ability at second year students of SMAN 3 Kampar?
- b. How is students' writing ability especially in writing descriptive at second year students of SMAN 3 Kampar?
- c. Is there any significant correlation between students' reading achievement and their writing ability at second year students of SMAN 3 Kampar?

D. The Objective of the Research and Significance of the Research**1. The objective of the research**

- a. To find out students reading achievement at second year students of SMAN 3 Kampar.
- b. To find out students writing ability at second year students of SMAN 3 Kampar?
- c. To find out correlation between students' reading achievement and their writing ability at the second year of SMAN 3 Kampar of Kampar district of Kampar regency

2. The significane of the research

- a. To give other reader who is interested in this topic as additional source.
- b. To give some informations to the students as well as the English teacher about the correlation between students' reading achievement and students' reading abilty.
- c. To be training for the writer in the field of scientific study.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Writing

1. Definition of Writing.

According to Cohen and Riel in Yulianti's thesis, writing as a communicative act, a way of sharing observations, information, thought, or ideas with others¹. Meanwhile, Bryne in Yulianti's thesis defined writing is transforming our thoughts into language. In other words, writing is transforming our thoughts into language.

writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Also, Bryne added that writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.²

Hughey argued writing is an essential form of communication. Through writing, we express our feeling-our hopes, dream, and joys as well as our fear, anger, and frustration. Through writing, we express our ideas – our plan, our recommendations, our values, and our commitments.³

¹ Yulianti. "a Descriptive Study of Grammatical Errors Made by the Students of Writing III Class at the English Department of FKIP UNLAM Academic Year 2003-2004". A thesis. English Department of FKIP Unlam. 2007, p. 21

² *Ibid.*, p. 22

³ Hughey, JB, et all. *Teaching ESL Composition: Principle and Techniques*. Rowley, London, Tokyo:Newbury House Publisher, 1983. p 33-34

Voss and Keene write why we should bother with writing and purposes for writing as follows:⁴

- a. Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
- b. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language.
- c. Writing create reading. Writing create permanent, visible record of our ideas for others to read and ponder. Writing is powerfull means of communication for reading information and shapes human thought.
- d. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.

In producing good writing, we must master in five aspect of writing. Jacob divides them into 5 categories.⁵

- a. Content. The writers must have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.

⁴ Voss, Ralph F and Michael L. Keene. *The Heath Guide to Collage Writing*..D.C. Heath and Company. 1992, p:2-3

⁵ M. syafi'I, M. Fauzan Ansyari and Jonri Kasdi. *The Process of Writing for classroom Setting*. 2007, p.113

- b. Organization. The writers have fluent expression following the ideas, clearly stated or supported well relationship between paragraphs, logical and sequencing.
- c. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes and feelings.
- d. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.
- e. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

In process of writing, there are some techniques that can be used to develop it.

Langan divides four techniques that can be used to develop writing.⁶

2. The Advantages of Writing

Nowaday, there are many cases that can be done through writing. For example, people can share information to others by writing, both via internet and correspondence. Besides, Kane stated the various effects of writing are to inform; to persuade; to maintain relationship; to entertain, etc⁷.

According to the statement above, so many cases that can be done with writing. For example, a person can give information to another person he can apply

⁶ M. syafi'i S., *From Paragraph to Research Proposal Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI. 2007) p.173

⁷ Thomas. S. Kane. *The Oxford Essential Guide to Writing*. (Oxford University Press, 1988) p. 14

a job, he can continue the relationship, he can document and record the events, feelings, experiences, observations, and so on.

3. Writing Ability

Writing ability is the ability of a person to express his/her ideas, feelings, or something in his/her minds to others by using written language. Writing course is not merely intended to establish the students' ability, but more importantly to express the ideas, feelings, and abilities to the readers. Theoretically, writing is a productive skill to express the ideas and feelings by using written language.

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing. There are many kinds of writing such as expository, narrative, descriptive, imaginative, and persuasive. Literature is a type of writing that includes poetry, novels, plays, and short stories.

The indicators of writing ability are following:

1. The students are able to find out the idea in reading, and then transfer what they read into written form.⁸
2. The students are able to express their ideas into written form⁹

⁸ Yulianty, *Loc, Cit*

⁹ Hugey, JB, et all, *Loc, Cit*

3. The students are able to write in good spelling, punctuation, capitalization, and paragraphing.¹⁰
4. The students are able to make unexpected connections among ideas and language.¹¹
5. Students can write properly with the components of writing (content, organization, vocabulary, language use, and mechanics).¹²

4. The Factors Influence Students' Ability in Writing

There are some factors that influence writing ability. One of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice their writing, they will not able to write English well although they have mastered the grammar. Besides, lack of self confidence can also obstruct writing ability.

The influential factors of students' reading achievement and their writing ability may not be separated from the influential factors of learning. Suryabrata in Ria Asteria says that influential factors in learning are as follows:

a. Internal Factors

These factors come from the students themselves, in which it consists of psychological aspects such as: intelligence, attitude, interest, talent, and motivation.

¹⁰ Voss, Ralph F and Michael L. Keene, *Loc, Cit*.

¹¹ *Ibid*

¹² Hugey, JB, et all, *Op, Cit*, p. 140.

b. External Factors

These factors consist of social environment such as family, teachers, staffs, societies, and friends and non- social environment such as house, school, equipment, and atmosphere.

Moreover, lack of practice is the biggest factors influence writing ability. If the students lack of practice on their writing, they will get difficulties in writing. However the ability in writing English got from how many times you practice it.

B. The Nature of Reading

1. Definition of Reading

Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them said reading is the process to get, to understand, to catch the content of the reading. And also reading is a process

to understand a written text which means extracting the required information from it as efficiently as possible.

According to Hill .Reading is what the reader does to get the meaning he needs from textual sources.¹³ Meanwhile Guy and Eva Bond explained the meaning of reading as .the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meanings.¹⁴

In any language, your own or one that you are learning as a new speaker, reading is a vital skill to master if you are going to become proficient in all aspects of it. Reading brings so much to the reader, from grammar and vocabulary to a basic understanding of how the language works. And reading could not be of a greater importance to those who want to learn how to write. There is a reason that children learn to read before they write and it is not necessarily that it is the easier discipline. It is because reading teaches the language learner so many aspects that will then become useful in writing. Without reading, a writer would not know how and where to use words and the way sentences are formed. Without reading, a writer would be virtually powerless, even if they had the tools they needed - the letters and words - for they would not have the knowledge to put it into practice.

¹³ Walter R. Hill, *Secondary School Reading: Process, Program, Procedure*, (Boston: Allyn and Bacon), 1979, p.4

¹⁴ Guy L Bond and Eva Bond Wagner, *Teaching the Child to Read*, (New York: The Macmillan Company, 1969), p.4

The indicators of reading are following:

1. The students are able to get meaning they need from textual sources.¹⁵
2. The students are able to recognize and understand the writers purpose.¹⁶
3. The students are able to understand the message of the author.¹⁷
4. The students are able to understand the component part of reading.¹⁸

2. Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.¹⁹

a. Intensive Reading

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a student who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard to follow, so he must have experiences in his background that enables him to bring personal meaning to the events and feelings in the story.

¹⁵ Walter R. Hil, *Loc. Cit*

¹⁶ Rubin, Dorothy, *Diagnosis and Correction in Reading Instruction*, CBS College Publishing, New York, 1982. P.207

¹⁷ Guy L Bond and Eva Bond Wagner, *Loc, Cit*.

¹⁸ Nuttal, C, *Teaching Reading Skill in a Foreign Language*, A Division of Heinemann Publisher Oxford, 1982, p. 114

¹⁹ http://www.education.com/reference/article/Ref_Five_Components/

b. Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

3. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic, Rubin, Eskey and Grabe showed a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a theory of a world. in each of our heads.²⁰

Reading with comprehension means to understand what has been read. Dorothy Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts.²¹ English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our

²⁰ F. Dubin, D.E. Eskey and W. Grabe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), p. 6

²¹ Rubin, Dorothy, *Loc. Cit*

school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA.

There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows:²²

- a. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.
- b. Interpret verbal connotations and denotations.
- c. Recognize and understand the writers purpose.
- d. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
- e. Identify the antecedents of such words as who, some, or they.

C. The Correlation Between Reading Achievement and Writing Ability

Reading and writing Skills in ESL classrooms were taught as different lessons for a quite many years. Those two language acts were thought of as consisting of component language sub skills that could be taught individually until the learner had mastered all the pieces. In this model, the reading activity was thought to be very different from the writing skills. In fact, reading is the closest activity that can be used as a tool in the improvement of writing skills. There are seven ways reading affects writing:

²² Rubin, Dorothy, *Loc.Cit*

1. Readers Understand Words

Readers understand words because they have read how sentences and words fit together, the order of a sentence and the placement of words. They understand the sentences because they have seen these words and similar sentences before. They can then use them in writing or compose similar ones.

2. Readers Understand the Structure of the Language

Readers have seen the structure so many times that they can readily understand how to construct great sentences. They can see that writers use different kinds of sentences to make Writing more interesting like starting out with a question. Then the author proceeds to answer it. A variety of sentences like Declarative, Interrogative, Imperative and Exclamatory make Writing much more delightful to read. Readers also see that some sentences are long and some are shorter. By varying sentence length, it keeps the Writing more lively.

3. Readers Understand Grammar

Good grammar only makes sense to readers. They know how different parts of speech should fit together. For example: they know in the sentence "The boy rides his bike," that rides goes with a single subject noun. Thus, they understand subject-verb agreement. Understanding good grammar really can assist the reader in Writing. They are much more able to write complex and simple sentences.

4. Readers Understand Thoughts of the Writer

Good readers understand the thoughts of the writer because they have read and thought along with the authors. This helps them in Writing their own compositions. This is a tremendous asset in Writing. When you read, you follow the author's train of thought. It is so natural.

5. Readers Have a Great Vocabulary

Because of their tremendous reading, readers have a great vocabulary. This will certainly help in Writing. They will use a variety of words, not the same old thing. I have a cousin who was such a wonderful reader. When he wrote his thesis for his doctorate, the words he used were so large and long, one needed a dictionary to look them up. He always beat everyone in Scrabble when he was little, even the adults. No one could outdo him. His vocabulary was extensive.

6. Readers Know How To Make their Writing Interesting and Exciting

Readers read. They know they don't like to read "boring" books or articles. They can see how authors use words to paint pictures and make it more interesting and exciting. Redundancy is poor Writing and writers need to stay away from it. Usually good readers are good writers. They go hand in hand. One complements the other.

7. Readers Can Use Creative Ways to Make People Want to Read What They Wrote

Finally, I would say that good readers can make their Writing creative. People want to read it. It would be a book you can't put down. You just want to keep reading it until the end. It is like a bait to a fish. I thought *The Shack* was like that. It had a great story line, the kind that would interest many people. A good reader can do that. I loved it when my students were creative in Writing. Sometimes I would put a sentence or part of a sentence on the board. It was great to see their creativity using that sentence and making an adventurous story from it.²³

D. Relevant Research

In this part, the writer has taken some research report to be relevant research for the writer research.

The research was administered by Rosda Afrina entitled *The Correlation between Students` Interest in Reading and Their Reading Achievement at The Second Year students of SMAS II Pemda Perangas*. She found that there is no significant correlation between students` interest in reading and their reading achievement. It can be seen from the students` interest of SMAS II Pemda Perangas are having low interest in reading. It is on the rate score 37 which fall to poor level. This hypothesis

²³ Miriam Vidas, *Seven Ways Reading Affects Writing*, <http://ezinearticles.com/?Seven-Ways-Reading-Affects-Writing&id=4501737>

is rejected in both the level of significance r 5% and 1%. It was calculated on $0,325 < 0,246 > 0,418$.²⁴

Kurniati entitled “Correlation between students’ attitude in learning writing and their achievement at the second year students of English education department of education and teacher training faculty of uin suska riau”. In her research, she found there is significant correlation between students attitude of learning writing and their writing achievement. She also found the students’ writing achievement is significantly influenced by their attitude of learning writing, but it is mostly influenced by other factors, which are not discuss in this research. It is shown by statistic analysis, where r_{xy} higher than r_t in level significant 5% and 1% ($0.325 < 0.326 < 0.418$), so, the correlation is categorized low.²⁵

E. Operational Concept

Operational concept is the concept used to clarify the theories in this research in order to avoid misunderstanding

In this research, the writer concludes several factor to be opened which describe operational concept. The indicators are as follows:

²⁴ Rosda Afrina. “Correlation between Students’ Interest in Reading and Their Reading Achievement at the Second Year students of SMAS II Pemda Perangas”. 2006, p. 48

²⁵ Kurniati. ” Correlation between Students’ Attitude in Learning Writing and their Achievement at the Second Year Students of English Education Department of Education and Teacher Training Faculty of UIN SUSKA Riau”, 2008 p. 44

Students' Reading achievement (variable X)

1. The students are able to get meaning they need from textual sources.
2. The students are able to recognize and understand the writers purpose.
3. The students are able to understand the message of the author.
4. The students are able to understand the component part of reading.

Writing ability (variable Y)

1. The students are able to find out the idea in reading, and then transfer what they read into written form.
2. The students are able to express their ideas into written form
3. The students are able to write in good spelling, punctuation, capitalization, and paragraphing.
4. The students are able to make unexpected connections among ideas and language.
5. Students can write properly with the components of writing (content, organization, vocabulary, language use, and mechanics).

F. The Assumption

In this study, the writer assumes that the students who are good in reading will have ability in writing. Furthermore, if the students are better to master reading, so the better students in writing.

G. Hypothesis

Ha: There is a significant correlation between students' reading achievement and their writing ability at the second year of SMAN 3 Kampar.

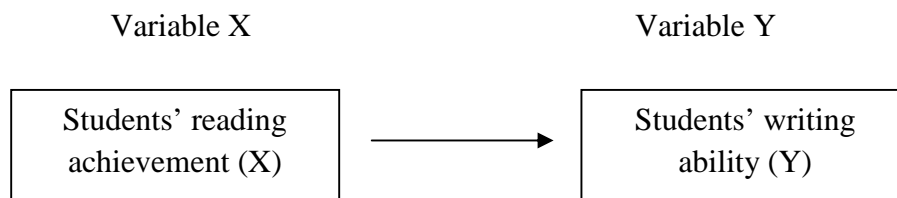
Ho: There is no significant correlation between students' reading achievement and their writing ability at the second year of SMAN 3 Kampar.

CHAPTER III

RESEARCH METODOLOGY

A. The Research Design

The design used in this research was correlational research. Correlational research is designed to investigate the nature and strength of functional relationships among the variables of interest to the researcher.¹ There are two variables in this research, they are reading frequency which is symbolized by “X”, and second, dependent variable is the students’ writing ability which is symbolized by “Y”. The design of the research is pictured by the following diagram:



B. The Location and Time of the Research

The research was conducted at the second year SMAN 3 Kampar. It's located in Bangkinang-Pekanbaru KM 12. The research was done from March until June 2012.

¹ James Dean Brown. *Understanding Research in Second Language learning*. (Cambridge University Press. 1988), p. 126

C. The Subject and Object of the Research

The subject of this study is the students of second year of SMAN 3 Kampar, and the objects of this research are the students` achievement in reading and writing ability.

D. The Population and Sample

The population of this research was all students at the second year of SMAN 3 Kampar registered in 2011/2012. It consist of 119 students, the students are divide into three classes. Each class (XII IPA 1, XII IPA 2, XII IPS 1, XII IPS 2) consists of (27, 29, 31 and 32students). Since of the number population is large, it is necessary to take sample. Arikunto states that if the subject are large samples may takes between 10-15% or 20-25% or more. In this research, the writer took 25% of population for the sample.

Cresswell pointed out that one way to insure the sample will be reprentative of the larger population is to draw random sample because random selection limits the probability that you choose a biased sample.²

² John W. Cresswell, *Educational Reearch: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Third Edition*, New Jersey, Pearson Merrill Prentice Hall, 2008, p.226

The population and sample of this research can be seen in the table below.

Table 1
The population and the sample of the second year students at the SMA 3
Kampar

No	Class	Students	Sample
1	XII IPA 1	27 Students	8 Students
2	XII IPA 2	29 Students	8 Students
3	XII IPS 1	31 Students	7 Students
4	XII IPS 2	32 Students	7 Students
4	TOTAL	119	30

E. The Technique of Data Collection

In completing the data, the next step of this research was collecting the data; the function of data collecting is to determine the result of the research. In collecting data, the writer used some techniques.

1. The test of reading used Multiple-choice items which consist of 25 items.
The test was dealing with the students reading ability.
2. The test of writing ability. The writer distributed the writing tests to the sample based on famous place (landmark, museum, beach, mountain, lake, etc.) in the provincial capital of their province.

Table 2
Blue print of the test

No	Variables	Number of Items
1.	Reading	25 Item
2.	Writing	Writing composition based on topic given

Table 3
The Scores' Categories of Students' Reading Achievement

No.	The Score Level	Level of Ability
1.	80-100	Very good
2.	66-79	Good
3.	56-65	Enough
4.	46-55	Less
5	0-45	Fail

It means that to get score 0-100 for the students' Reading Achievement . The writer used the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S= Individual score

R= Right answers

N= Number of items

100= Standard Mark³

The students' ability in writing can be measured by follow table below

³ Jonri Kasdi. "a Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau". (Unpublished. 2006), p. 21

Table 4
Assessment in Writing Ability

Items of Writing	Score			
	1	2	3	4
Content				
Organization				
a. Thesis				
b. Argument				
c. Reiteration				
Vocabulary				
Grammatical Features				
a. Action Verb				
b. Transition Verb				
Spelling and Punctuation				
Total				

Explanation score:

1. Incompetent
2. Competent Enough
3. Competent
4. Very Competent

Final score: $\frac{\text{Total Score}}{\text{Max. score}} \times 80$

Max. score

Table 5
The Categories of the Students' Writing ability

No	Score	Categories
1	80-100	High
2	60-79	Mid
3	0-59	Low

In order to get the description of the answer that would be given by students, the data were analyzed by using the formula:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

F. Technique of Data Analysis

To analyze the students' reading achievement and their writing ability, the writer used graduated standard of English lesson in SMAN 3 Kampar that was 60 for students' ability in English subject. For those who get score < 60, they do not pass graduated standard (SKL), and who get score ≥ 60, they pass the graduated standard.

The data were analyzed statistically. They were analyzed by using product moment correlation coefficient formula through using SPSS 16.0. The Product Moment Correlation Coefficient is obtained by considering the degree of freedom (df) = N – nr; (N= number of sample, nr = number of variable)

The formula that will be used is following:⁴

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - (C_{x'})(C_{y'})}{(SD_{x'})(SD_{y'})}$$

⁴ Hartono, *Statistik Untuk Penelitian*, Pekanbaru, Pustaka Pelajar, 2004, p. 136

Where:

$\sum x'y'$ = The sum score multiple cross of product moment between frequency (f) and x' dan y'

Cx' = Correlation score on variable X

Cy' = Correlation score on variable Y

$SD x'$ = Standard deviation of x score

$SD y'$ = Standard deviation of y score

N = Number of cases

Statistically the Hypotheses are:

$$H_a: r_o \geq r_{table}$$

$$H_o: r_o < r_{table}$$

1. H_a Is accepted if $r_o \geq r_{table}$ or there is a significant correlation between the students' prepositions mastery and their ability in writing recount text.
2. H_o Is accepted if $r_o < r_{table}$ or there is no significant correlation between the students' prepositions mastery and their ability in writing recount text.

Table 6
Coefficient Correlations Interpretation

Interval	Category
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Mediocre
0.60 – 0.799	Strong
0.80 – 1.00	Very strong

G. The Reliability and the Validity of the Test

1. The Validity of the Test

According to Hughes,⁵ a test is said to be valid if it measures accurately what it is intended to measure. According to Gay,⁶ validity is the appropriateness of the interpretations made from the tests score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.⁷ Content validity just focused on how well the items represent the intended area. It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in

⁵ Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 1989, p.22.

⁶ L .R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6th Ed. United State of America: Prentice-Hall Inc, 2000, p. 161

⁷*Ibid.*, p. 164

determining the validity. To determine the validity using such validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they have learned.

2. The Reliability of the Test

According to brown, reliability has to do with accuracy of measurement.⁸ This kind of accuracy is reflected in the obtaining similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. It means the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability, the mean and the standard deviation of the test must be known. Validity generally refers to appropriateness of a given test or any of its component parts as measure of what it is intended to measure. It means that the test will be valid to the extent that is measured what it is supposed to measure.

The writer used content validity in this research to measure the students' reading achievement. The test instrument was used in which questions were based on categories studied in writing at the first year students of SMAN 3 Kampar.

For variable Y (writing ability), the writer used inter rater reliability because the test of writing was rated by two raters. Inter judge reliability could be obtained by

⁸ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc. 2003), p. 19-27

having two or more judge independently score the tests and then compare the scores each judge gave to each test taker. Meaning that, both of raters' score could be correlated. In analyzing reliability and validity reading test, the writer used SPSS 16.0 version

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. The Description of the Research Instrument

This research consists of two variables; independent variable, students' reading achievement (X), and dependent variable, writing ability (Y). The data were obtained on both variables by using test, which consisted of two tests.

1. Reading test

The test of students' reading ability consisted of 25 questions. The kind of question is multiple-choice items.

2. The test of writing ability is the students asked to write about famous place (landmark, museum, beach, mountain, lake, etc) in the provincial capital of their province.

The data of the research were the test score of reading ability and the test score of the students' writing ability. The data were collected through the following procedures:

- 1). The writer gave try out for 30 students to know the item difficulties of the test.
- 2). There were 25 questions of reading given to 30 students.
- 3). The test of writing was written in the blank sheets

4). The test of writing was evaluated by 2 raters.

2. Data Presentation of the Students' reading achievement

Actually, there were five categories of score in this research, The table below shows the students' scores of prepositions and the category of the score itself. The data about students' reading achievement can be seen in the following table:

Table 7
Students' Score of Reading Achievement

Students	Score	Category
Student 1	72	Good
Student 2	68	Good
Student 3	56	Enough
Student 4	72	Good
Student 5	76	Good
Student 6	64	Enough
Student 7	56	Enough
Student 8	64	Enough
Student 9	72	Good
Student 10	60	Enough
Student 11	68	Good
Student 12	76	Good
Student 13	72	Good
Student 14	48	Less
Student 15	56	Enough
Student 16	64	Enough
Student 17	64	Enough
Student 18	64	Enough
Student 19	68	Good
Student 20	68	Good
Student 21	72	Good
Student 22	68	Good
Student 23	52	Less
Student 24	76	Good
Student 25	64	Enough
Student 26	68	Good

Student 27	76	Good
Student 28	56	Enough
Student 29	72	Good
Student 30	64	Enough

Based on the table above, the frequency of score category can be seen. In order to know the category percentage of the students' prepositions mastery, it can be seen in the following table.

Table 8
The Category Percentage of the Students' Reading Achievement

No	Category	Frequency	Percentage
1	Very good	0	0.0%
2	Good	16	53.3%
3	Enough	12	39.9%
4	Less	2	6.6%
5	Fail	0	0.0%
	Total	30	100%

From the table above, it can be seen that there are 5 categories of the students' Students reading achievement score. The frequency of the students who got good category was 16 students, the students who got enough category was 12 students. It can be concluded that good category has the biggest frequency.

Besides the classification above, the writer tried to find out the distribution of the students' reading ability score by using descriptive statistic through 16.0 version. It can be seen in the following table:

Table 9
The Distribution Frequency of the Students' Reading Achievement Test Score

Score	Frequency	Percentage (%)
48	1	3.3
52	1	3.3
56	4	13.3
60	1	3.3
64	7	23.3
68	6	20.0
72	6	20.0
76	4	13.3
TOTAL	30	100.0%

Based on the table above, it can be seen that there was 1 students (3.3%) who got score 48, 1 student (3.3%) got score 52, 4 students (13.3%) got score 56, 1 student (3.3%) got score 60, 7 students (23.3%) got score 64 , 6 students (20.0%) got score 68, 6 students (20.0%) got score 72, 4 students (13.3%) got score 76. The total frequency was 30.

3. Data Presentation of the Students' Writing Ability

Generally, there were two raters who scored the writing. The following table is the description of the students' writing ability score

Table 10
Students' Score in Writing Ability

Students	Scores		
	Rater1	Rater 2	Final score
Students 1	64	64	64
Students 2	64	56	60
Students 3	52	44	48
Students 4	56	60	58
Students 5	56	52	54
Students 6	52	44	48
Students 7	40	44	42
Students 8	44	44	44
Students 9	60	60	60
Students 10	40	44	42
Students 11	52	44	48
Students 12	56	64	60
Students 13	52	56	54
Students 14	32	28	30
Students 15	36	32	34
Students 16	52	44	48
Students 17	56	52	54
Students 18	52	44	48
Students 19	48	48	48
Students 20	56	52	54
Students 21	56	60	58
Students 22	56	52	54
Students 23	40	32	36
Students 24	60	64	62
Students 25	56	56	56
Students 26	48	48	48
Students 27	64	68	66
Students 28	56	60	58
Students 29	56	60	58
Students 30	48	44	46

To determine the final score, the writer used the folowing formula:

$$\text{Final score} = \frac{\text{Score rater 1} + \text{Score rater 2}}{2}$$

To make clear about the distribution frequency of the writing ability, it can be seen in the following table:

Table 11
The Distribution of Frequency of Writing Ability

Score	Frequency	Percentage 100%
30	1	3.3
34	1	3.3
36	1	3.3
42	2	6.7
44	1	3.3
46	1	3.3
48	7	23.3
54	5	16.7
56	1	3.3
58	4	13.3
60	3	10.0
62	1	3.3
64	1	3.3
66	1	3.3
Total	30	100%

Based on the table above, it can be seen that there was 1 students (3.3%) who got score 30, 1 student (3.3%) got score 34, 1 student (3.3%) got score 36, 2 students (6.7%) got score 42, 1 student (3.3%) got score 44 , 1 student (3.3%) got score 46, 7 students (23.3%) got score 48, 5 students (16.7%) got score 54, 1 student (3.3%) got score 56, 4 students (13.3%) got score 58, 3 students (10.0%) got score 60, 1 student (3.3%) got score 62, 1 student (3.3%) got score 64, 1 student (3.3%) got score 66. The total frequency was 30.

B. The Data Analysis

The data analysis presented the statistical result followed by the discussion about The Correlation Between Students' Reading Achievement and their Writing Ability at Second Year of SMAN 3 Kampar of Kampar District of Kampar of Kampar regency. In analyzing data, the main score and the standard deviation were analyzed by using Pearson Product Moment Correlation formula, SPSS 16.0 version.

1. Data Analysis of Reading Achievement

The data of the students' Achievement were obtained from the result of their reading ability test. The data can be described as follows:

Table 12
The Score of the Students' Reading Achievement

Score (x)	Frequency (f)	Fx	Graduated Standard
48	1	48	No pass
52	1	52	No pass
56	4	224	No pass
60	1	60	Pass
64	7	448	Pass
68	6	408	Pass
72	6	432	Pass
76	4	304	Pass
TOTAL	30	1976	

Based on the data above, there were 6 students who did not pass the graduated standard (SKL), or the score was < 60 while there were 24 students who passed the graduated standard (SKL), or the score was ≥ 60 .

The percentage of the students who did not pass the graduated standard (SKL) as follows:

$$= \frac{6}{30} \times 100\%$$

$$= 20 \%$$

The percentage of students who pass the graduate standard (SKL) as follows:

$$= \frac{24}{30} \times 100\%$$

$$= 80 \%$$

From the result, the percentage of student who passed the graduated standard is 80% and the percentage of student who did not pass the graduated standard is 20%. So, the result is the percentage of student who passed the graduated standard is bigger than the percentage of student who did not pass the graduated standard.

Besides, it can also be seen that the total frequency is 30 and the total scores is 1976, so that Mean (Mx) and Standard Deviation (δ) can be obtained by using SPSS as follows:

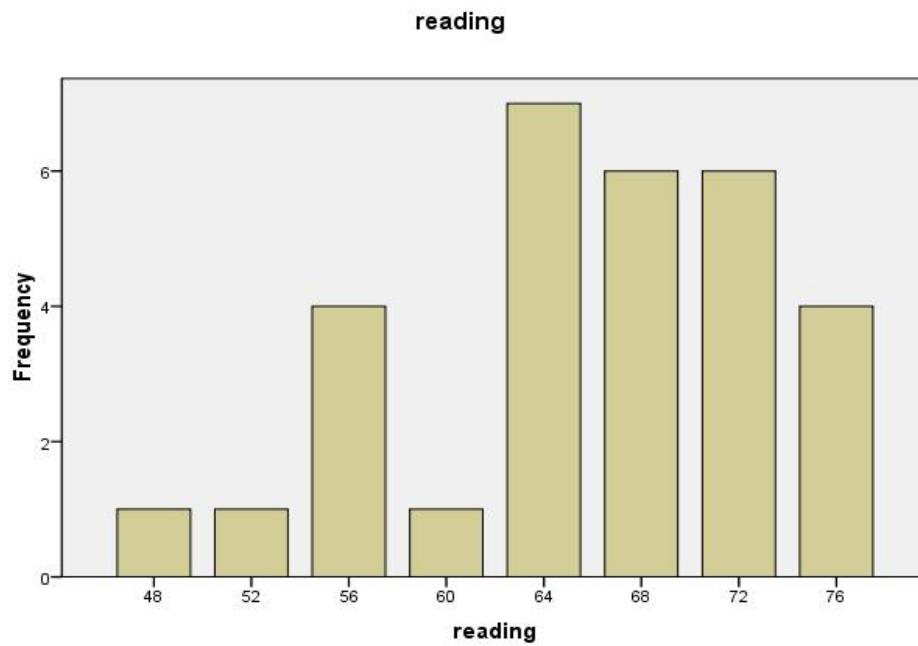
Table 13
Mean and Standard Deviation Score of Reading Achievement

Mean	65.87
Standard deviation	7.482

From the table above, the distance between Mean (Mx) and Standard Deviation (δ) is too far. Meaning that, the scores obtained are normal.

The chart below is the frequency of the students' prepositions mastery.

Chart 1
The Frequency of the Students' Reading achievement



2. Data Analysis of Writing Ability

The data of the students' writing ability were obtained from the result of their recount Text Writing Ability test. The data can be described as follows

Table 14
The Score of the Students' Writing Ability

Score	Frequency	Fx	Graduated score
30	1	30	No Pass
34	1	34	No Pass
36	1	36	No Pass
42	2	84	No Pass
44	1	44	No Pass
46	1	46	No Pass
48	7	336	No Pass
54	5	270	No Pass
56	1	56	No Pass
58	4	58	No Pass
60	3	180	Pass
62	1	62	Pass
64	1	64	Pass
66	1	66	Pass
Total	30	1366	Pass

Based on the data above, there were 24 students who did not pass the graduated standard (SKL), or the score was < 60 while there were 6 students who passed the graduated standard (SKL), or the score was 60.

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= \frac{24}{30} \times 100\%$$

$$= 80 \%$$

The percentage of students who passed the graduate standard (SKL) as follows:

$$= \frac{6}{30} \times 100\%$$

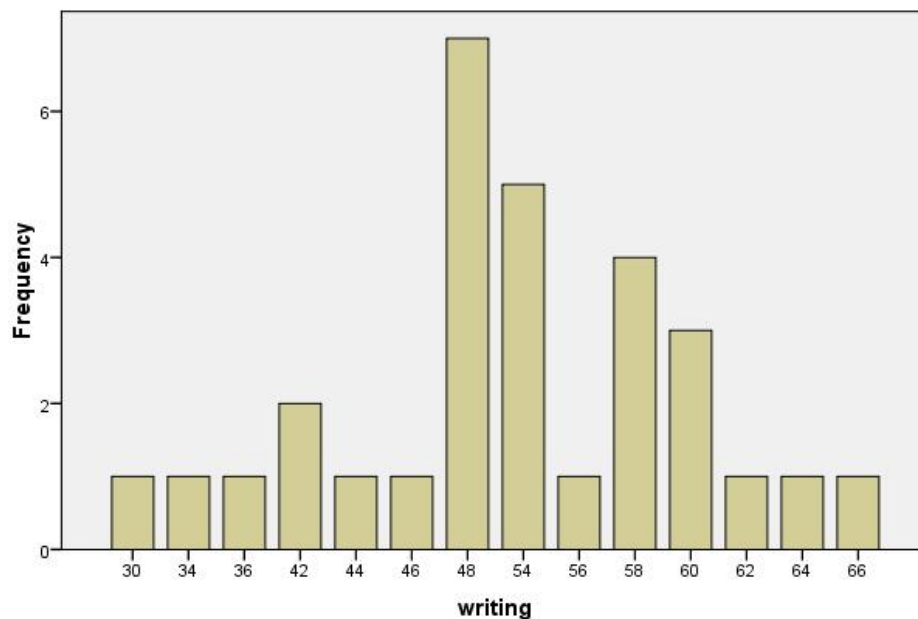
30
= 20 %

Besides, it can also be seen that the total frequency is 0 and the total scores is 1366, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows:

Table 15
Mean and Standard Deviation Score of Writing Ability

Mean	51.33
Standard deviation	8.856

Chart 2
The Frequency of Writing Ability



3. Data Analysis on Correlation between Students' Reading Achievement and their Writing Ability

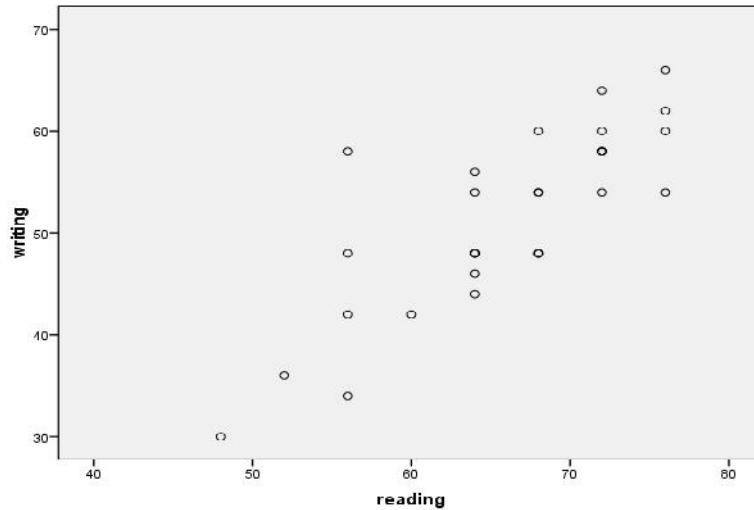
The data on the students' reading achievement and their writing ability can be seen in the following table.

Table 16
The Result of Variable X and Y

Student	Reading Achievement	Writing Ability
Student 1	72	64
Student 2	68	60
Student 3	56	48
Student 4	72	58
Student 5	76	54
Student 6	64	48
Student 7	56	42
Student 8	64	44
Student 9	72	60
Student 10	60	42
Student 11	68	48
Student 12	76	60
Student 13	72	54
Student 14	48	30
Student 15	56	34
Student 16	64	48
Student 17	64	54
Student 18	64	48
Student 19	68	48
Student 20	68	54
Student 21	72	58
Student 22	68	54
Student 23	52	36
Student 24	76	62
Student 25	64	56
Student 26	68	48
Student 27	76	66
Student 28	56	58
Student 29	72	58
Student 30	64	46

Based on the table above, it can be made the chart of Reading Achievement and Writing Ability score. The chart is below:

Chart 3
Scatter Plot



From the table and the chart above, it is necessary to conduct descriptive statistics by using SPSS version 16.00. The calculation can be seen in the following table.

Table 17
Descriptive Statistics

Variable	Mean	Std. Deviation	N
X	65.87	7.482	30
Y	51.33	8.856	30

Based on the table above, it can be seen that Mean (M_x) and Standard Deviation (δ) of variable (X) or The Students' Reading Achievement are (65.87 and 7.482), while the Mean (M_y) and Standard Deviation of variable (Y) or The Writing Ability are (51.33 and 8.856). The following table will describe the correlation between two variables in this research.

Correlations

		Reading	writing
Reading achievement	Pearson Correlation	1	.810**
	Sig. (2-tailed)		.000
	N	30	30
Writing ability	Pearson Correlation	.810**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The table above showed that, the coefficient correlation obtained is 0.810** which is in the interval 0.80 – 1.00 Thus, the relationship is categorized very strong. The value is higher than the value at both significantly level of 1% and hypothesis alternative is accepted and hypothesis null is rejected. It means there is significant Correlation between Students Reading Achievement and Their Writing Ability at Second Year Students of SMA 3 Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, the research about The Students' Reading Achievement and Their Writing Ability at the Second Year Students of SMAN 3 Kampar District of Kampar Regency. Finally the writer makes the conclusions

The first formulation of the problems “.How is students reading ability at second year students of SMAN 3 Kampar” the answer is enough level. It is based on the result of the test given, dealing with the table of the students classification score, it can be proved that from the mean of the students' ability in prepositions score 65.87 which is categorized in enough level.

The second formulation “how is students reading ability at second year students of SMAN 3 Kampar” the answer is low level. It is based on the result of the test given, dealing with the table of the students' classification score, it can be proved that from mean of students' ability in writing recount text score is 61.1 which is categorized in enough level.

The third formulation “is there any significant correlation between students reading ability at second year students of SMAN 3 Kampar” the answer is very strong. It is based on the data analysis in chapter IV, the coefficient correlation obtained is 0.810 which is in the interval of 0.810 – 1.00.this relationship is categorized very strong. Based on analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version, it could be seen that

was 0.810. It could be concluded that H_0 was rejected and H_a was accepted. It means that there was a significant correlation between students reading achievement and their writing ability at second year students of SMAN 3 Kampar

B. Suggestion

Based on the research findings, the writer would like to give some suggestions, especially for the teacher of English, the students who study at first grade. The suggestions are as follows:

1. For the teacher

- a. Make the students master all components of writing because it can improve their English skill..
- b. Make writing and reading as habitual activities for the students in school.
- c. The teacher should be able to choose the strategies that make students interested in learning English.

2. The student

Based on the conclusions of the research, it was known that there was a significant correlation between students reading achievement and their writing ability. Therefore, students must improve their reading ability, because mastering reading components can improve the generic of writing ability.

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